DOCUMENT RESUME

ED 031 202 JC 690 228

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A Study of Academic Achievements of F-1 Classed Aliens and Other Nonimmigrant Temporary Students at Kapiolani Community College.

Kapiolani Community Coll., Honolulu, Hawaii.

Pub Date May 69

Note-33p.

EDRS Price MF-$0.25 HC-$1.75

Descriptors-English, *English (Second Language), *Equivalency Tests, *Foreign Students, *Junior Colleges, Language Skills

Identifiers-Hawaii

This research investigated the difference in academic performance between foreign students who enter the country with a student visa and are thereby required to take the U.S. Consulate English test, and those who originally enter with some other type of visa and subsequently change to a student visa (no test required). The study included data on the 48 foreign students who have attended or are attending Kapiolani Community College from September 1964 to the present. The students were required by the college to show English proficiency by an interview with the registrar, by taking the School and College Aptitude Test (SCAT), or by submitting a Report of Proficiency in English. The percentage of academic failures (withdrawals or dismissals from college) for the two groups of students was 16.7% and 35.0% respectively. Findings included: the degree of English proficiency was closely related to academic success; the majority of temporary visitors had their visa status changed to that of student; and the three measures of English proficiency used by the college yielded similar results. It was recommended that, if the college maintains an open door for foreign students, it must provide a sophisticated remedial English program; if a relatively closed door is to be maintained, then a better measuring device is needed to select those who will attend. In either case, some action is necessary to assure these students of academic success. (MB)

ED 031202

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A STUDY OF ACADEMIC ACHIEVEMENTS OF F-1 CLASSED ALIENS AND OTHER NONIMMIGRANT TEMPORARY STUDENTS AT KAPIOLANI COMMUNITY COLLEGE

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May, 1969

JC 690 228

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 12 1969

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Section I

THE PROBLEM

Introduction

Because of the pre-eminence of the United States in many technical and scientific fields, the fact that our physical, economic, and human resources passed relatively unscathed through the recent world wars, the ease of travel, the awakening of underdeveloped countries, the increase in world population, and the importance of English as a world language--all these factors have contributed greatly to the influx of foreign students to colleges and universities of this country.[1] In the academic year 1958-59 the foreign student population was 47,245. In the year 1959-60 this figure rose to 48,486.[2]

For the year ending June, 1967, the latest year for which figures are available at the local office of Immigration and Naturalization Service, it rose still further to 63,370. In addition, 38,630 were exchange visitors (see page 22 for explanation of this class). For the same year 38,896 entered this State alone from the Pacific rim countries.[3]

Although this figure was not broken into the various classes of temporary visitors, it is estimated by officers of INS that almost all of them are about equally divided between students and exchange visitors; the latter are mainly at the East-West Center operated jointly by the University of Hawaii and U. S. State Department.

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[1]Mueller, Kate Hevner, Student Personnel Work in Higher Education, pp. 485-6.

[2]Figures from an article in the New York Times, (June 27, 1960,) as cited by Mueller p. 484.

[3]Annual Report of the Immigration and Naturalization Service--1967.

Regulations Governing Student Visa

To be admitted into the United States as a student and to secure a visa for entry, a person must present to a U. S. Consul abroad a valid passport, Form I-20 (Certificate of Eligibility), and proof of sufficient finances and of adequate English proficiency. The college or university that admits the student must first send him the Form I-20, which signifies that he has been accepted by the U. S. school. The English proficiency examination administered by the Consulate is the "Test of English as a Foreign Language," developed by the College Testing Service. This is a comparatively difficult exam and a good indicator of the success of the student.

(Note: A Canadian does not need a passport or visa to enter or stay temporarily in the United States. A canadian intending to study in the United States need only to present a valid Form I-20 to the Immigration and Naturalization Service authorities.)

If an alien has entered under another class of visa, (such as B-2, visitor for pleasure), he may have it changed to a student visa (F-1) by presenting to INS authorities evidence of eligibility for admission to an educational institution approved by INS and evidence of financial ability. (Other classes of visa are listed in Appendix A.)

An F-1 alien is initially admitted to the United States for a period up to one year and can receive extensions of stay for a year at a time as long as he remains in good status as a student and has a passport valid for six months beyond the requested stay.

To maintain his status, a student must carry a full course of study in every semester of the academic year, but he need not enroll in a summer semester. At this school a full-time student has to carry a minimum of 12 credit hours and maintain a 2.0 grade point average.

During the school year a student may secure permission to work off campus if there has been a change in his financial status. He may not, however, reduce his full course of study. To gain this permission from INS, he first secures a certification from the school that the proposed employment is recommended and will not interfere with the ability of the applicant to carry a full load of courses.[4]

Statement of Problem

In the past, since this school was founded with an "open-door" policy, all that an applicant had to do was to show proof of sufficient financial support. Obtaining Form I-20 has not been difficult for such an alien student.

But since fall, 1968, all applicants have been required to take SCAT, 1A (School and College Aptitude Test), published by Educational Testing Service, Los Angeles.

As a group, however, the foreign students have achieved inordinately low academically. As a result, their school life has been, for the most part, intolerable because of the constant threat of voluntary departure notice looming over them.

Purpose of Study

That English proficiency plays an important part in assuring a foreign student's success in his field of study is a cardinal assumption held here.

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[4]Klinger, M. Robert B.; Manual of Immigration Regulation and Procedures Affecting Nonimmigrants for Foreign Student Advisors, pp. 3-7.

Mueller holds this view:

> The educational progress of the foreign student, like that of any other, depends on his native potentiality, the strength of his drive, and his preparatory experiences, but most especially on his proficiency in the English language. This proficiency includes two quite separate skills: the silent reading-and-writing skills and the oral listening-and-speaking facilities. A much more careful screening of these skills should be done overseas, and could be done, using the State Department's excellent and discriminating tests. The applicant must be able to read English at least at the seventh-grade level if he is to do satisfactory college work, and he will of necessity improve this level concurrently with his routine class assignments.[5]

The purpose of this study, therefore, is to show how many of the foreign students of this school entered this country originally on F-1 visa (In meeting one of its requirements, therefore, they must have taken and passed the U. S. Consulate English test.) and to learn of their academic achievements. Of more importance is to present the number who had first entered under other classes such as B-1 and once here had it changed to F-1 and also to present their academic achievements.

Once these facts are learned, a more prescriptive screening test can be found or devised so that a greater degree of success can be assured for students who come here under B-2 visa class. Or, for those already enrolled, a more effective "English-for-the-foreigner" program can be instituted.

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[5]Mueller, Kate H., Student Personnel Work in Higher Education, p. 491.

Section II

PROCEDURES

Scope of Study

This study is limited to alien students on temporary visa who have attended or are still attending Kapiolani Community College. Although at this school immigrants are enrolled who exhibit equally low grades, they are not included in this study, for they are here as permanent residents and have hopes of eventually obtaining American citizenship. It covers a period from September, 1964, to present.

Source of Data

After acquiring a list of students who had their copies of Form I-20 issued either at this school or at the University of Hawaii and on file at the registrar's office, other information on country of origin, date of birth, basis for determining English proficiency, grade point average, academic achievement, date entered, and date left was also obtained from school records. This list was then taken to the local office of Immigration and Naturalization Service to obtain from their files data on visa class and date of entry.

Section III

PRESENTATION OF DATA AND INTERPRETATION

Abbreviations Used in Tables

Fields of major are shown as follows: Acctg., Accounting (degree); Gen. Cl., General Clerical (certificate); H-R., Hotel and Restaurant (both degree and certificate); MMM, Merchandising and Mid-Management (degree); Dent. Asst., Dental Assisting (certificate); and Unclass., Unclassified.

Under Basis for Determining English Proficiency: Pers. Interv., personal interview; KTS, Kapiolani Technical School; SCAT, School and College Aptitude Test.

G.P.A. stands for grade point average, A.S. for Associate of Science degree, enrld. for enrolled and KCC for Kapiolani Community College.

Explanation of Data

Of the 48 students under study, 18 were classed as having entered as F-1, as shown in Table I, page 11, 20 were classed as having entered as B-1, B-2, H-1, and P6-1 (for explanation of visa classes, see Appendix A), as shown in Table II, page 12, and 10 as having had their records transferred to the INS office in Los Angeles or for some unknown reasons having no records in the files of the Local INS headquarters. However, all these students, as shown in Table III, page 14, had deposited a copy of Form I-20 with the registrar at this school, indicating that they must have fulfilled one of the requirements in having their original nonimmigrant visa status changed to F-1.

One of the possible explanations for these missing records given by an INS officer is that they could have been destroyed, for after two calendar

years all records are discarded from the active files. Another is that a number of aliens on either B-1 or B-2 class will, quite often, register for only the duration of their visit and therefore may not have completed all the steps for a change of visa or may not have applied for a change of status. For the three cases with their records in Los Angeles, no effort was made to obtain the necessary data from that city. However, for the six others who may not have forwarded their original copies of Form I-20, the latter explanation appears relevant, for they were enrolled for 10 months or less. The former reason may also apply, since all left this school in either 1967 or 1968. Under either B-1 or B-2 classification, a temporary visitor may have his stay extended up to 12 months. For subject 43-Sk, who enrolled September, 1967, and is still enrolled, no explanation can be given.

While the students who were originally classed F-1 had taken the English proficiency test at the U. S. Consulate abroad, as previously mentioned, this fact was unknown to the registrar, for they were all transfers from other institutions. Thus they and the B-1 and B-2 classed students were given the same means of determining their competence in the use of the English language. Under column for Basis for Determining English Proficiency in Tables I, II, III--pp. 11--14, personal interview was the principal means relied on until fall, 1968. Since then, because of lack of space (This campus has an area of only 4.65 acres with an average enrollment of 1,400 to 1,500 students.), the school has adopted a more stringent policy of accepting foreign students. All applicants are given the SCAT. If an applicant scores above the 10th percentile, he is placed on a waiting list and admitted should there be places left after all citizen and immigrant applicants have been absorbed. Although no records of the number of alien applications have been kept since

fall, 1968, the registrar of this school reported that only 10 were accepted out of 75 to 100 applicants.

At best, however, SCAT is a vocabulary test and therefore does not give an accurate measure of English proficiency. This is the consensus held by members of the English Department of this school.[6]

Personal interviews consisted of an interview held by registrar with applicant. A highly subjective means, this too was a poor measure of how well a student could speak or write the English language. The third most frequently relied on means was to have the applicant submit the English Report (See Appendix B). Even this, the registrar felt, gave a wide estimation, for this cursory report could be furnished by applicant's sponsor, tutor, or other nonprofessional acquaintances.

For students appearing in Table I, determining English proficiency was not a crucial factor as it was for the other two groups in Tables II and III. All these hurdles given them when they appeared on this campus served as duplication, as it were. One subject 5-PM was allowed to continue since he already had been a student of Kapiolani Technical School, which was incorporated in 1965 under the statewide Community College System of the University of Hawaii.

In the case of Subject 17-CW, he was vouched for by the school secretary; this practice is no longer allowed.

Under the Achievement column, students receiving certificates have completed from 6-8 weeks of training to 32 semester hours which include a prescribed number of required courses in the field of study as well as in English, mathematics, and the humanities. Degree students are required to complete 64 hours.

6"Minutes of English Department on Basic Skills Program," (Oct. 10, 1967-Oct. 19, 1967).

Interpretation

Of the 18 students who entered under F-1 class (Table 1), only two subjects 1-SH and 11-JR were either dismissed or withdrew voluntarily because of academic failure; and 15-NT, who has been enrolled for one semester, has been placed on academic probation. Of the eight who are still enrolled, one is maintaining G.P.A. at minimum 2.0, whereas three are at 3.5. The percentage of failures of this group is 16.7 (See Table IV). As it will be evident after seeing the percentages of failures of the other two groups, this figure compares significantly with them. This, despite the fact that their major fields of study, although terminal programs, are 32 or 64 credit-hour programs. Of the seven who have graduated, two have been awarded A.S. degrees and five have been awarded certificates of achievement.

Subject 4-KM from Japan, although achieving a 2.6 G.P.A., withdrew before completing his major to spend a year in Australia to learn the ways of the people and their needs in order to promote his father's import-export business in Tokyo. In fact, it is believed that he was here primarily for the same purpose in this State.

With students who had entered under visa classes other than F-1 (Table II), the percentage of failures more than doubles to 35.0 (Table IV). Of the 20 students in this group, two received A.S. degrees, two received certificates of achievement, and one, certificate of completion. Of the failures four voluntarily withdrew, two were dismissed, and one is on academic probation.

For the students without their records (Table III), for which explanations were given under Section II, the percentage of failures peaks steeply to 70 (Table IV). Only two were awarded certificates of achievement and only one is still enrolled. Of the seven failures, six voluntarily withdrew and one was dismissed.

Since the basis for determining English proficiency was a critical factor for these two groups, in both the failure and successful groups, a comparison between the more objective test SCAT, on one hand, and the other subjective "tests," on the other, should be made. Of the failures from the Table II group, two were accepted on English reports, three were given personal interviews, and two were given SCAT; this is a ratio of 5:2. Of the total who were graduated and who are still enrolled, one was accepted on English report, seven were accepted on personal interviews, and five were given SCAT or, a ratio of 8:5. In the failure group from Table III, one was accepted on English report, and four given personal interviews. These figures compare with one with SCAT and another on high school transcript or, 5:2. For the successful students all three were accepted on personal interviews or, 3:0.

In short, it definitely appears that one means of measuring English proficiency is not significantly better than the other.

TABLE I

STUDENTS WHO ENTERED WITH F-1 VISAS

Subject	Date of Entry-- U.S.A.	Original Class Of Entry	Country Of Origin	Basis for Determining Eng. Prof.	Major Field Of Study	Date Enrolled At KCC	G.P.A.	Academic Achievement	Date Left KCC
1-SH	10-18-65	F-1	Tonga	Pers. Interv.	Uncl.	10-65	0.6	Academic Dismissal	6-2-68
2-RJ	8-6-65	F-1	Fiji	SCAT	H-R	9-65	3.5	-------	Still Enrld.
3-TK	3-25-66	F-1	Okinawa	SCAT	Acctg.	9-67	2.1	-------	Still Enrld.
4-KM	8-26-67	F-1	Japan	SCAT	Gen. Cl.	9-68	2.6	Left For Australia	6-2-68
5-PM	9-10-63	F-1	Tonga	KTS	H-R	9-64	2.0	Certificate Awarded	6-4-67
6-MN	11-3-62	F-1	Okinawa	Eng. Report	MMM	9-67	2.6	-------	Still Enrld.
7-HN	5-29-65	F-1	Japan	Pers. Interv.	Gen. Cl.	9-66	2.2	Certificate Awarded	6-2-68
8-MN	9-7-63	F-1	Okinawa	Pers. Interv.	Gen. Cl.	9-66	2.4	Certificate Awarded	6-2-68
9-AN	8-3-66	F-1	Japan	Pers. Interv.	Gen. Cl.	9-67	2.1	Certificate Awarded	1-17-69
10-HN	6-9-66	F-1	Japan	SCAT	Gen. Cl.	1-68	2.7	-------	Still Enrld.
11-JR	8-26-64	F-1	Palau	SCAT	Acctg.	1-67	0.3	Voluntarily Withdrew	5-29-68
12-OR	9-2-67	F-1	Palau	SCAT	H-R	9-68	3.5	-------	Still Enrld.
13-RR	6-8-64	F-1	Phillipines	Pers. Interv.	Acctg.	4-66	2.0	A.S. Degree Awarded	1-17-69
14-NS	1-12-65	F-1	Japan	Pers. Interv.	Acctg.	4-65	2.3	A.S. " "	6-2-68
15-NT	6-17-61	F-1	Japan	SCAT	MMM	9-67	1.9	On Academic Probation	Still Enrld.
16-TT	6-11-67	F-1	Japan	SCAT	H-R	1-68	2.8	-------	Still Enrld.
17-CW	2-23-67	F-1	Taiwan	Report by School Sec.	Acctg.	9-67	2.9	-------	Still Enrld.
18-VW	9-6-65	F-1	Thailand	Pers. Interv.	H-R	9-67	3.5	-------	Still Enrld.

TABLE II

STUDENTS WHO ENTERED WITHOUT F-1 VISAS

Subject	Date of Entry-- U.S.A.	Original Class Of Entry	Country Of Origin	Basis for Determining Eng. Prof.	Major Field Of Study	Date Enrolled At KCC	G.P.A.	Academic Achievement	Date Left KCC
19-AA	7-8-64	H-1	Phillipines	Pers. Interv.	Acctg.	9-66	2.4	A.S. Degree Awarded	1-17-69
20-RC	3-25-65	B-2	(British) Solomon Is.	SCAT	H-R	9-66	3.4	A.S. " "	1-17-69
21-TG	2-5-67	B-2	Japan	Eng. Report	H-R	9-67	1.4	Academic Dismissal	6-2-68
22-TH	3-12-66	B-2	"	" "	H-R	9-67	3.3	-------	Still Enrld.
23-RI	6-13-64	B-2	"	Pers. Interv.	H-R	9-65	2.4	Certificate Awarded	6-2-67
24-AI	7-13-66	B-1	"	SCAT	Gen. Cl.	9-68	3.0	-------	Still Enrld.
25-TK	1-16-67	B-1	"	Pers. Interv.	H-R	9-68	2.5	-------	Still Enrld.
26-WL	7-18-68	B-2	Hong Kong	SCAT	Gen. Cl.	9-68	2.2	-------	Still Enrld.
27-DM	7-8-64	B-2	Tahiti, Fr.	Pers. Interv.	Uncl.	9-67	0.0	Voluntarily Withdrew	1-12-68
28-JN	7-22-66	B-2	Phillipines	Pers. Interv.	Gen. Cl.	9-67	2.0	Did Not Return To Complete	2-13-68
29-KN	5-21-66	B-2	Japan	SCAT	H-R	9-68	2.4	-------	Still Enrld.
30-SO	10-5-63	B-2	"	Pers. Interv.	Acctg.	9-67	2.0	A.S. Degree Awarded	1-17-69
31-RO	2-1-68	P6-1	"	Pers. Interv.	H-R	2-67	3.0	Certificate Awarded	6-2-68
32-KP	6-1-67	B-1	Korea	Eng. Report	Acctg.	1-68	0.5	Voluntarily Withdrew	6-2-68
33-MR	7-14-66	B-2	Taiwan	Pers. Interv.	H-R Gen. Cl.	11-66	2.0	Cert. Award-HR 3-8-67 Enrolled - Gen. Cl.	Still Enrld.
34-IS	8-12-67	B-2	Phillipines	Pers. Interv.	Acctg.	9-67	0.0	Voluntarily Withdrew	6-2-68
35-KT	3-25-67	B-2	Japan	SCAT	H-R	9-67	1.6	" "	6-2-68

TABLE II

STUDENTS WHO ENTERED WITHOUT F-1 VISAS

Subject	Date of Entry-- U.S.A.	Original Class Of Entry	Country Of Origin	Basis for Determining Eng. Prof.	Major Field Of Study	Date Enrolled At KCC	G.P.A.	Academic Achievement	Date Left KCC
36-CV	9-25-65	B-2	Phillipines	SCAT	Acctg.	9-67	2.8	-------	Still Enrld.
37-SV	8-18-65	B-2	"	Eng. Report	Acctg.	4-66	1.2	Academic Dismissal	2-2-67
38-TW	11-23-64	B-2	Japan	SCAT	Acctg.	9-67	1.9	On Academic Probation	Still Enrld.

TABLE III

STUDENTS WHOSE RECORDS ARE MISSING OR HAVE BEEN TRANSFERRED

Subject	Date of Entry-- U.S.A.	Original Class Of Entry	Country Of Origin	Basis for Determining Eng. Prof.	Major Field Of Study	Date Enrolled At KCC	G.P.A.	Academic Achievement	Date Left KCC
39-SA	No Record	--	Am. Samoa	Pers. Interv.	D.A.	9-66	2.0	Certificate Awarded	6-4-67
40-AB	Record Trans-L.A.	--	Tonga	Pers. Interv.	H-R	2-65	2.2	Certificate Awarded	6-4-67
41-EH	No Record	--	Peru	Pers. Interv.	G.C.	9-67	0.6	Voluntarily Withdrew	5-14-68
42-TK	Record Trans-L.A.	--	Japan	Eng. Report	G.C.	2-68	1.5	Voluntarily Withdrew	6-2-68
43-SK	No Record	--	Japan	Pers. Interv.	H-R	9-67	2.1	-------	Still Enrld.
44-EK	No Record	--	Korea	Pers. Interv.	G.C.	1-67	1.4	Voluntarily Withdrew	2-1-67
45-SK	No Record	--	Korea	SCAT	H-R	9-67	0.7	Voluntarily Withdrew	4-20-68
46-AQ	No Record	--	Peru	High School Transcript	Sec.	9-67	1.3	Voluntarily Withdrew	6-2-68
47-CS	Record Trans-L.A.	--	Taiwan	Pers. Interv.	G.C.	1-67	0.8	Voluntarily Withdrew	4-20-67
48-AT	No Record	--	Japan	Pers. Interv.	MMM	9-67	0.0	Academic Dismissal	10-18-67

TABLE IV

PER CENT ACADEMIC FAILURES

FROM TABLE	TOTAL STUDENTS	NUMBER OF FAILURES	PER CENT FAILURES
I	18	3	16.7
II	20	7	35.0
III	10	7	70.0

Section IV

CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was conducted to determine how many of the nonimmigrant students of this school originally entered this country under F-1 class and how many first entered under such a class as B-2 and subsequently had their visa status changed to F-1 and also to determine whether there is a significant difference in academic achievements between the two groups. After collecting data both from the local office of INS and this school's registrar's office, students who entered originally as F-1 were grouped as one; B-1's, B-2's and one each of H-1 and P6-1 were grouped as another. Since no records of ten students were available at INS, they were listed under still another table. Percentages of failures of F-1 compared with those of the other two groups show significant differences: 16.7 for the first, 35.0 for the second, and 70.0 for the third.

Conclusions

The cardinal assumption alluded to earlier in Section I, that the degree of English proficiency is closely related to academic success, has been borne out significantly in this study. Likewise, the suspected situation, that the majority of temporary visitors--30 out of 48 students--had their nonimmigrant status changed to F-1, has been substantiated conclusively. Although it was brought out secondarily, nonetheless equally important, the third finding is that the several instruments used to measure English proficiency are not appreciably different, any one from the others.

Recommendations

Since this institution is wholly funded by the State Government, the attitudes held by the Governor and members of the Legislature toward higher education will, needless to say, critically affect every program that is to be newly adopted or expanded by this school.

On February 22nd of this year Governor John A. Burns at the dedication ceremonies of Leeward Community College, another school under the University of Hawaii Community College System, stated in part:

> The community college knows no boundaries to its campus, closes its doors to no one seeking learning, and abhors a passive isolation from the community which funds it.[7]

Perhaps this feeling was the culmination to his vetoing in 1967 the bill which would have imposed a $340-a-year tuition for nonresident students and again in 1968, a similar bill, calling for $510 nonresident tuition, while all along for resident students the tuition has remained at $170 a year.[8] Another deep concern for nonresidents is for the peoples of the Pacific rim countries. Full scholarships to thousands of graduate students to study and conduct research have been granted by the State Department at the East-West Center established and maintained in cooperation with the University of Hawaii.

In keeping with this philosophy, therefore, this school should also open its doors to as many of the alien students who seek acceptance, regardless of how they enter this country. Once they are in, to assure their success in whatever fields of study they may follow, a more elaborated and sophisticated remedial program in English, tailored to their peculiar needs should be established--not in the field of traditional grammar and vocabulary building but in the modern, direct method of training in conversation, current idiom, and voice inflection.

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[7]Reprinted in the Community College System Bulletin, Vol. 4, No. 5, (March 1, 1969).

[8]Article which appeared in Honolulu Star-Bulletin, Vol. 58, No. 119, (April 29, 1969).

On the other hand, if the mood of the present legislature is to be construed as one that will take a harsher financial posture, Kapiolani must direct itself to a more restrained program for these students.

In a memorandum to the Chairman of the House Committee on Finance, the Chairman of the House Committee on Higher Education recommended that the Fifth Legislature of Hawaii no longer allow the University of Hawaii lump-sum budgeting and also listed a number of programs it should deemphasize and eventually phase out:

> In theory lump-sum budgeting was to give the University greater flexibility to enable it to fund and strengthen those programs in which the State has a comparative advantage. In fact, however, because of a failure of a real and critical evaluation process, few programs, if any, were discontinued. As a result, all programs were funded, which led to mediocrity in many programs, rather than excellence in a few. With our limited tax base, we cannot afford to pursue excellence on all horizons no matter how meritorious the program.
>
> ...The Legislature must decide such substantive questions as: to what ends government will seek in higher education, by what means these ends desired in higher education shall be pursued and what portion of the limited public funds shall be allocated to higher education.[9]

Indeed this is a position which runs counter to the one embraced by the Governor. Accordingly, the other extreme of not accepting any alien student will have to be seriously considered.

In other words this institution will be compelled to render its services to its citizen population first.

Meanwhile, with the hope of better days to come, Kapiolani, more specifically the English Department, should obtain or devise a more effective English proficiency measuring device so that the success of those few this institution may have places for may be more fully assured.

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[9]Memorandum, House of Representatives, the Fifth Legislature, (March 4, 1969.) This document signed by 12 other members of this committee.

Section V

APPENDIX A

NONIMMIGRANT CLASSES

Visa Symbol	Class
A-1	Ambassador, minister, career diplomatic or consular officers and members of immediate family
A-2	Other foreign government official or employee, and members of immediate family
A-3	Attendant, servant, or personal employee of A-1
B-1	Temporary visa for business
B-2	Temporary visa for pleasure
C-1	Alien in transit
C-2	Alien in transit to U. N. Headquarters
C-3	Foreign government official, member of immediate family, attendant, servant, or personal employee, in transit
D	Crewmen (seamen or airmen)
E-1	Treaty trader, spouse and children
E-2	Treaty investor, spouse and children
F-1	Student
F-2	Spouse or child of student
G-1	Principal resident representative of recognized foreign member government to international organizations, his staff and members of immediate family
G-2	Other representatives of recognized foreign member government to international organizations and members of immediate family
G-4	International of nonrecognized or nonmember foreign government to international organizations and members of immediate family
G-5	Attendant, servant, or personal employee of G-1, G-2, G-3, and G-4 classes, and members of immediate family

Visa Symbol	Class
H-1	Temporary worker of distinguished merit and ability
H-2	Temporary worker performing services unavailable in the U.S.
H-3	Industrial trainee
I	Representative of foreign informational media, spouse, and children
J-1	Exchange visitor
J-2	Spouse or child of exchange visitor

Pursuant to Articles 3, 12, 13, 14, 18, and 20 of the agreement in the States of the North Atlantic Treaty Organization, National Representatives and International Staff, 22 CFR 41.70 provides:

NATO 1-7--For all representatives, officials, members of immediate family and their personal employees to North Atlantic Treaty Organization

1- Principal permanent representatives, Secretary General, Deputy Secretary General, and members of immediate family

2- Other representatives, technicians, and advisors

3- Office clerical staff

4- Officials other than under 1

5- Experts

6- Members of civilian component accompanying a force

7- Attendants, servants, personal employees of 1, 2, 3, 4, 5, 6,[10]

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[10]Immigration and Nationality Act, 5th Ed., Revised through (December 31, 1965.)

Section V

Appendix A

PERMANENT RESIDENT CLASSES

Visa Symbol	Class
P-2-2	Unmarried son or daughter of alien resident
P-6-1	Sixth preference--needed skilled or unskilled worker
I-R	Immediate relative

These are immigrants who have elected to become permanent residents. After five years they may become naturalized citizens. If they marry a U.S. citizen, they may apply after three years.[11]

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[11] *Ibid.*

Section V

Appendix A

PROVISIONS IN DETAIL OF CERTAIN CLASSES

Visa Symbol	Class
B-1 & B-2	An alien (other than one coming for the purpose of study or of performing skilled or unskilled labor or as a representative of foreign press or radio, film, or other foreign information media coming to engage in such vocation) having a residence in a foreign country which he has no intention of abandoning and who is visiting the U.S. temporarily for business or temporarily for pleasure;

Examples of nonimmigrants who may properly be classified as visitors for business (B-1) are:

(a) Aliens coming primarily to perform noncompetitive temporary services who would be classified as temporary workers (H-1 or H-2) except that they do not receive a salary or other remuneration from a United States source other than a subsistence allowance or reimbursement for other expenses incidental to their temporary stay;

(b) Aliens coming to participate in scientific, educational, professional or business conferences, convocations or conventions, or for purposes of consultation or to undertake independent research;

(c) Ministers of religion who temporarily exchange pulpits with their American counterparts, who continue to be reimbursed by their own church and will draw no salary from the host church in the United States;

(d) Professional athletes, such as golfers and race drivers, who receive no salary or payment other than prize money for their participation in a tournament or sporting event;

Examples of applicants who may properly be classified as visitors for pleasure (B-2) are:

(a) Tourists;

(b) Aliens making social visits to relatives and friends;

(c) Aliens coming for purposes of health;

(d) Aliens coming to participate in conventions, conferences or convocations of fraternal, service or social organizations;

(e) Aliens coming to participate in amateur musical, sports and similar events or contests who will receive no remuneration;

Visa Symbol	Class
E-1	An alien entitled to enter the U.S. under and in pursuance of the provisions of a treaty of commerce and navigation between U.S. and the foreign state of which he is a national, and the spouse and children of any such alien if accompanying or following to join him;
E-1	Solely to carry on industrial trade, principally between U.S. and the foreign state of which he is a national;
E-2	Solely to develop and direct the operations of an enterprise in which he has invested, or of an enterprise in which he has invested, or of an enterprise in which he is actively in the process of investing, a substantial amount of capital;
F-1	An alien having a residence in a foreign country which he has no intention of abandoning, who is a bona fide student qualified to pursue a full course of study and who seeks to enter the U.S. temporarily and solely for the purpose of pursuing such a course of study with an established institution of learning or other recognized place of study in the U.S. particularly designated by and approved by the Attorney General after consultation with the Office of Education of U.S., which institution or place of study shall have agreed to the Attorney General the termination of attendance of each nonimmigrant student, and if any such institution of learning or place of study fails to make reports promptly the approval shall be withdrawn;
I	Upon a basis of reciprocity, an alien who is a bona fide representative of foreign press, radio, film, or other foreign information media, who seeks to enter the U.S. solely to engage in such vocation, and the spouse and children of such a representative if accompanying or following to join him;
J	An alien having residence in a foreign country which he has no intention of abandoning who is a bona fide student, scholar, trainee, teacher, professor, research assistant, specialist, or leader in a field of specialized knowledge or skill, or other person of similar description, who is coming temporarily to the U.S. as a participant in a program designated by the Secretary of State for the purpose of teaching, instructing, or lecturing, studying, observing, conducting research, consulting, demonstrating special skills, or receiving training, and the alien spouse and minor children of any such alien if accompanying him or following to join him.[12]

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[12] Ibid.

PRIVATE AND CONFIDENTIAL

Please return directly to the Office of Admissions and Records, University of Hawaii, Honolulu, Hawaii, 96822, U.S.A. Under no circumstances should the completed form be returned to the applicant.

U N I V E R S I T Y O F H A W A I I

KAPIOLANI COMMUNITY COLLEGE
STUDENT SERVICES CENTER
620 Pensacola Street
Honolulu, Hawaii 96814

REPORT ON PROFICIENCY IN ENGLISH

PURPOSE OF THIS REPORT: The person named is applying for admission to the University of Hawaii as an undergraduate. Consideration must be given to each applicant's ability in English. This report form seeks a reliable evaluation of the applicant's present command of English, including comments as to additional training in this language which appears necessary.

The University maintains an English Language Institute to improve the foreign student's proficiency in the written and spoken language. However, the Institute is not prepared to accept students with only slight knowledge of English nor can such students consequently be accepted by the University. Assignment to the Institute delays the student's completion of his work for a degree.

THIS REPORT TO BE COMPLETED BY ONE OF THE FOLLOWING:

A director of courses in English of a United States Cultural Institute
A diplomatic or consular official of the United States
A qualified representative delegated by any of these persons

APPLICANT'S NAME _____

APPLICANT'S ADDRESS _____
(city or town) (country)

EVALUATION OF APPLICANT'S ABILITY IN ENGLISH

Please mark (X) the appropriate boxes to indicate your opinion of the applicant's present ability in English from the standpoint of the language proficiency usually needed for effective pursuit of studies at a college or university in the United States.

ABILITY:	Excellent	Good	Fair	Poor	No Ability
To Speak English					
To Understand Spoken English					
To Understand Written English (reading comprehension)					
To Express Thoughts in Written English					

Please mark (X) the appropriate box to indicate your general opinion of this applicant's ability in English.

Should have no difficulty

Should be able to manage adequately after a short period of adjustment in the United States

Should be able to manage adequately after some formal training in English

May be able to manage adequately after intensive training in English

Appears to require a lengthy training course in English

REMARKS

METHOD

Please indicate briefly how the evaluation was conducted. If a standard test was used, please name it and show the score achieved.

EVALUATION AND REPORT PREPARED BY

Name and Title (print)_____

Signature_____ Date_____

Address_____

KAPIOLANI COMMUNITY COLLEGE

ADMISSION INFORMATION FOR FOREIGN STUDENTS

Acceptance for enrollment at Kapiolani Community College is based on the following:

1. Completion of application form for Kapiolani Community College.
   a) Application form may be obtained at the Student Services Center, 620 Pensacola Street, Honolulu, Hawaii 96814.
   b) Completion of application form is NOT a guarantee of acceptance.

2. Evidence of proficiency in the English language:
   a) Overseas applicants will be required to take the Test of English as a Foreign Language developed and administered by the College Testing Service. Results of the test must be sent directly to Kapiolani Community College.
   b) Overseas applicants must submit interview reports from overseas offices of approved agencies as the Institute for International Education, The American-Korean Foundation, etc.
   c) Local foreign applicants will take the advisement tests administered by Kapiolani Community College.
   d) Local foreign applicants must have a personal interview with the foreign student adviser at Kapiolani Community College.

3. Transcripts of records from the last high school and all colleges or post-high schools attended must be mailed directly from the school to Kapiolani Community College. Hand-carried transcripts are not acceptable. Transcripts must be in the English language. (The student's secondary education must be equal to at least the 12th year in a Hawaii high school.)

4. Health certification by a medical official and United States official. (Evidence of good health by a doctor and United States official at the student's expense.)

5. Evidence of satisfactory chest X-ray within a six-month period just prior to application.

6. Evidence of health insurance after acceptance, but before registration.

7. Letter of recommendation by an official of the United States which should include:
   a) Your purpose for application to Kapiolani Community College
   b) Evidence of adequate financial support by your sponsor.

8. Written statement by your sponsor that he will and can adequately support you during your entire period of enrollment at Kapiolani Community College. (Living expenses - housing, food, etc., - are approximately $1,300 per year. No housing is available at the college.)

9. All of the above must be received by the admissions office by the following dates:
   Fall Semester - August 1
   Spring Semester - January 1
   Summer Session - June 1

10. Additional information: Write to Foreign Student Adviser
    Student Services Center
    Kapiolani Community College
    620 Pensacola Street
    Honolulu, Hawaii 96814

12/68

☆ U. S. GOVERNMENT PRINTING OFFICE: 1968-316-632

FORM APPROVED
BUDGET BUREAU NO. 43-R397.3

Name of Student — Family Name (Capital Letters)	First Name	Middle Name

Date of Birth (Mo., day, year)	Country of Birth	Country of Nationality

CERTIFICATE OF ELIGIBILITY

(FOR NONIMMIGRANT "F-1" STUDENT STATUS)

READ CAREFULLY THE INSTRUCTIONS ON PAGE 4

Name of School
School Official To Be Notified of Student's Arrival In U. S.
Address of School (Include Zip Code)

It is hereby certified as follows:

1. This certificate is being issued to the student named herein for: (Check one)
   a. ☐ Initial attendance at this school.
   b. ☐ Continuation of attendance at this school after a temporary absence outside the United States; his attendance at this school has been authorized by the Immigration and Naturalization Service.

2. The student named herein has been accepted for a full course of study in this school. (If he must appear on or before a specified date, specify that date here _____.)
   His major field of study is _____ and he is expected to complete his studies at this institution not later than _____.

3. The school has determined by a careful evaluation of the student's qualifications that the student has sufficient scholastic preparation to enable him to undertake a full course of study.

4. (Check one and fill in as appropriate.)
   a. ☐ Proficiency in the English language is required and the school has determined that the student has the required proficiency.
      Basis for determination: _____
   b. ☐ Proficiency in the English language is required. If the student lacks such proficiency, he will be:
      ☐ Enrolled in a full course of study of English in this school.
      ☐ Given special instruction in English, which will consist of _____
   c. ☐ Proficiency in the English language is not required. Explain: _____

5. The average academic-year cost for tuition, fees, and living expenses is estimated to be $_____.

6. (Check one and fill in as appropriate.)
   a. ☐ The school has made the following arrangements for the student to receive an income:
      ☐ The student has been awarded a scholarship or similar grant in the sum of $_____ per _____ until _____.
      ☐ The student has been offered employment on the campus which will not displace a United States resident. The rate of pay is $_____ per _____. The employment will not interfere with his ability to carry successfully a full course of study.
   b. ☐ The school has made no arrangements for the student to receive an income.

7. This school (or if approval not in its own name, the _____ School District under which it operates or _____ School of which it is a part) was approved for attendance by nonimmigrant students by the Immigration and Naturalization Service on _____, file number _____. Such approval has not been revoked.

8. REMARKS _____

For immigration official

Signature of school official	
Title	Date: (This certificate expires 12 months after the date of issue)

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